



ST. ANTONY'S RC PRIMARY SCHOOL

RECOVERY CURRICULUM 2020-2021

**FOCUS: MENTAL AND EMOTIONAL
HEALTH & WELL-BEING FOR ALL**

Philosophy: 'Mentally Healthy and Well Staff and Children Make A Happy & Thriving School'

*'Being Mentally Healthy supports a state of being well in **B**ody, **M**ind and **S**pirit. The Mentally Healthy, work consciously to realise their own potential and have the capacity to cope effectively with the existential crises of life. They seek needed support to be restored to full productivity when needed and are able to make purposeful contributions to support others. Good Mental Health includes emotional, psychological, physical and social wellbeing. It affects how we think, feel and act. Those who are mentally healthy know that they cannot effectively support others if they are in need of support themselves ' (WHO 2020)*



Intent:

Through Our Recovery Curriculum At St Antony's We Want Children And Staff To Be Restored To Sound Mental Health and Well-Being So They Are Able To:

- ✓ **Be restored to again being effective and successful life-long learners and practitioners respectively**
- ✓ **Re-new and re-establish their faith in God, themselves, their peers and colleagues- sustaining healthy relationships**
- ✓ **Deal with and resolve conflicts that may arise (in this time of challenge) effectively and fairly**
- ✓ **Become problem solvers and not problem makers-taking a solutions approach to all situations for the benefit of all**
- ✓ **Better manage strong feelings that may arise such as frustration, anger, loss and anxiety using strategies shared**
- ✓ **Be better able to promote a calm, positive and optimistic school environment promoting achievement of common goals**
- ✓ **Recover from setbacks and persist in the face of the difficulties with resilience and unwavering faith**
- ✓ **Both work hard and enjoy a good sense of fellowship as children and adults in an atmosphere that is safe and healthy**
- ✓ **Return to having a healthy sense of Competitiveness- to win and lose with dignity and respect for other competitors**
- ✓ **Recognise their rights but being ever conscious of the attendant responsibilities and accountability linked to each**
- ✓ **Understand and value the sanctity of their own lives and that of others and the importance of securing the safety of all**

IMPLEMENTATION:



Taking a Whole School Approach:

Ensuring effective practice and provision is in place that promotes and supports the emotional wellbeing and mental health of both staff and pupils. This will be achieved by:

- ✓ Ensuring our ethos, policies, procedures and behaviours support mental health and resilience – and is articulated in ways which everyone understands.
- ✓ Helping children and staff to re-establish healthy social peer and collegiate relationships aimed at supporting each others needs and ensuring all can access support when they need it.
- ✓ Helping children and staff to be resilient learners and practitioners using mentoring and coaching and the application of effective strategies to build self-confidence and self-esteem.
- ✓ Teaching children and staff social and emotional skills and raising awareness of mental health and well-being approaches they can use and apply at school and at home.
- ✓ Instituting early identification and help for children and staff who have more profound mental health needs and instituting planning and systems to support their needs, inclusive of working with our school therapist, CAHMS, CYPS, Education Psychologist and other specialist services.
- ✓ Effectively working with parents and providing them with access to London Borough of Newham and Local Parish Pastoral Care Team and Diocesan Services available remotely and Hybrid.
- ✓ Supporting and training staff to further develop their self-care skills and own resilience using specialist providers, coaches and trainers in bespoke CPD.
- ✓ Developing an open culture school wide that encourages open discussion and understanding of mental health awareness through our '**I AM OK**' programme devised and originated by the school.



IMPLEMENTATION 2

Promoting A Mentally Healthy School Environment Through:

- ✓ Promoting our core **Christian Values** and encouraging a strong sense of Faith, Faith Community and Belonging through collective praise worship done remotely/live streamed/via zoom and Google meets.
- ✓ Promoting **Staff & Pupil Voice** with opportunities to participate in discussions and decision-making around how they best wish to be supported.
- ✓ **Celebrating All Achievements-big and small**: academic and personal *milestones- 'stepping stones on the journey back to feeling whole again'* Sunshine Philosophies
- ✓ Providing **opportunities to bolster self-worth and self-esteem** through special social activities, circle time, motivational and self-care talks and activities planned for individual classes, cohorts,
- ✓ Providing **opportunities to reflect** as a staff/class/school and hosting 1-to-1, small group and whole class/ staff reflection and discussion times.
- ✓ Providing appropriate and relevant **access to established support systems** to meet the needs of staff and pupils.
- ✓ Creating a whole **school community that upholds kindness, values difference and challenges exclusion.**

IMPACT:



All our staff and children regaining confidence, resilience and being restored to being effective and successful learners and practitioners irrespective of their COVID-19 Lockdown experience. To acknowledge that life will always pose challenges for us all but our survival and triumph over existential crises is linked to living our FAITH and ETHOS in Catholic Community Life believing that: “I can do all things through Christ who strengthens me” Philippians 4:13

- For staff and pupils to restore appropriate collegiate and peer friendship groups once again respectively- across the school through opportunities created within the Recovery Curriculum to take time to reflect, pray and fellowship.
- For staff and pupils to become more confident and competent with resolving conflict, challenges and fears which have arisen (at home and school) effectively using the appropriate strategies/resources, tools, support and advice provided by the school such as CPD on **Self-care**, '**Breathing for Relieving**' stress & anxiety as well as applying & '**Active therapy**'.
- For staff and pupils to become more problem solvers using the **conflict resolutions** taught as they progress.
- For staff and pupils to better manage strong feelings such as frustration, anger, fear and anxiety using the strategies taught: **Physical Therapy: Staying Active**, **Talk Therapy: Staying Connected**, **Hydration Therapy** and Prayer Therapy.
- For all to support and promote a calm, optimistic outlook that supports **speaking positivity** right across the school.
- For all to develop the resilience and mental stamina be able to recover appropriately from setbacks and persist in the face of the difficulties making links to our Faith –reflecting on the life of the Apostles after Jesus' death when they succumbed to fear and went into hidingthen after Pentecost when they embraced the full Power of the Holy Spirit.
- For all to draw inspiration from spiritual and historical icons studied in past BHM/BAME History Projects such as **Sojourner Truth**, **Frederic Douglas**, **St Josephine**, **St Martin De Porres**, **Mahatma Ghandi**, and **Nelson Mandela** who



PLANNING

PLANNING WILL BE DONE ON THREE LEVELS :

1. **ON RISK ASSESSMENTS & COVID-SECURE PROCEDURES TO ENSURE THE WHOLE SCHOOL RETURN IS IN LINE WITH HSE, PHE, DFE, DIOCESAN AND SCHOOL EXPECTATIONS** (to be actioned by Governors and SLT)
2. **ON BESPOKE CPD FOR STAFF RELEVANT TO THE SPECIFIC NEEDS AND COMPETENCIES REQUIRED FOR THE RESTART OF SCHOOL FOR STAFF AND PUPILS** (to be actioned by SLT in collaboration with Curriculum and Staffing LGB Committee)
3. **ON THE RECOVERY CURRICULUM THAT WILL BE IMPLEMENTED UPON FULL RETURN-WITH SPECIAL FOCUS ON SUPPORTING THE MENTAL HEALTH AND WELL-BEING OF STAFF AND CHILDREN**

PLANNING FOR THE RECOVERY CURRICULUM CONTENT TO BE COVERED PROVIDED BY CURRICULUM LEAD/DHT FOR ALL STAFF WILL INCLUDE :

1. **THE FIRST 2 FULL DAYS PLANNING OF WHAT TO COVER IN EACH CLASS....STAFF WILL NOT NEED TO PLAN ONLY DELIVER**
2. **THE NEXT 6 WEEKS OF PLANNING & ACTIVITIES: OUR 'I AM OK' PROGRAMME OF STUDY COMMENCING SEPTEMBER 3, 2020 AND THROUGHOUT AUTUMN 1 WILL BE DISCUSSED AND MODELLED BY THE CURRICULUM LEAD ON 'HOW' IT IS TO BE DONE.**

ALL WORK RELATING TO MENTAL HEALTH AND WELL BEING WILL BE RECORDED IN CHILDREN'S SPECIAL 'PERSONAL JOURNAL' LABELLED WITH THE 'I AM OK' MANTRA AND SYMBOLS.....DIFFERENTIATED FOR BOTH THE LOWER AND UPPER SCHOOL.

ACTIVITIES WILL INCLUDE :

INTERACTIVE TASKS USING WHITEBOARDS/ IWB/ SPEAKING AND LISTENING/DRAMA/ROLE PLAY/MUSIC AND MOVEMENT

REFLECTION ON RELEVANT SCRIPTURE TEXTS RELATING THEM TO REAL LIFE AND QUIET REFLECTION

SPECIAL ACTIVITIES TO WELCOME CHILDREN BACK TO LEARNING AND SUPPORTING THEM WITH REGAINING A SENSE OF SELF, A SENSE OF FAMILY AND A SENSE OF BELONGING AND COMMUNITY

GAMES & DISCUSSIONS ON THE VALUE THAT THEY (STAFF AND CHILDREN) BRING TO THEIR HOMES, CHURCH COMMUNITY, SCHOOL AND GENERAL SOCIETY....SHOWING THE IMPORTANCE OF THEIR INDIVIDUAL CONTRIBUTION TO THE WHOLE.



RECOVERY CURRICULUM – THE ‘NEW NORMAL’ AT ST. ANTONY’S



What is the Recovery Curriculum

- **“Our Recovery Curriculum”** is influenced by Professor Barry Carpenter. He succinctly argues for a holistic approach built around routines and a raised awareness of mental health needs for children and staff.
- **He identifies 5 Levers of Recovery to consider**, which may help a school firm up plans that are already in place and give structure to staff. The 5 levers are interlinked and do not operate independently of each other.

“School is no longer the safe, constant place we thought it was. We must be ready to understand, to reframe their perception, and show that we are trustworthy (Barry & Matthew Carpenter, 2020)

“Engagement is....a journey which connects a child and their environment....to enable learning and achievement” Carpenter et al. 2011

Lever 1 – Relationships – “We can’t expect our children or staff to all return joyfully, and many of the relationships that were thriving before lockdown may need to be revitalized and restored” ***building positive relationships: speaking and listening activities, games, interactions, recording experiences drawing on feelings and emotions in a supportive atmosphere will help all to recover in time”***

• **Lever 2 – Community** - who helps us? “We need to listen to what has happened, and understand the needs of our staff and children and engage them in the transitioning from working from home to working and learning back into school” –transitions need awareness and time.

Lever 3 - Transparent Curriculum - “All will feel like they have lost time in learning and practice (both staff and children) and we must show them that we are addressing these gaps to heal the sense of loss.” We will have bespoke staff CPDs and ‘special lesson sessions to address this gradually in good pace.

• **Lever 4 – Metacognition** -“Students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our children again to reskill and rebuild their confidence and competence as learners while we re-skill and rebuild ours as staff. Bloom’s Taxonomy will be used as a tool to drive this aspect of the Recovery curriculum.

• **Lever 5 – Space ‘To Be’**: to rediscover self and to find again their voice and zeal for learning. To find our own motivation to be back in the classroom and work routine. It is only natural that we all work at a sensitive but good and steady pace to make sure our learners are not too adversely disadvantaged against their more affluent peers and can ‘catch up’ to bridge the gaps, providing opportunity and exploration alongside the intensity of our expectations”

Please peruse your copy of our school’s Recovery Curriculum Foci and feel free to give us feedback as we have originated this ourselves-sailing in uncharted waters.

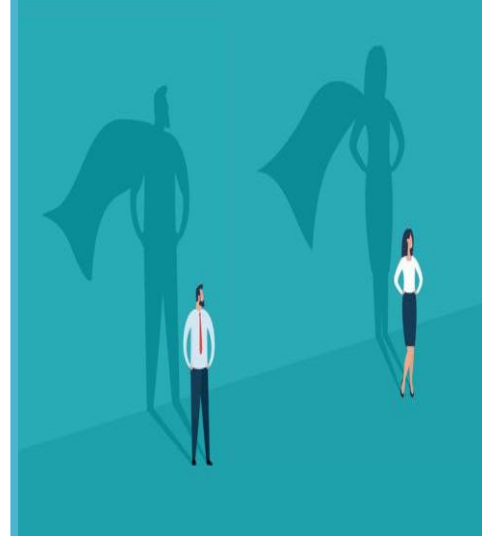
CURRICULUM 2020-2021

Aim: to support pupils' learning: identifying loss of learning (through assessment – formative and over time...summative)

-present an engaging curriculum to cater to pupils' mental, emotional, cultural ,physical and spiritual needs to aid in building confidence, resilience, competence and excellence.

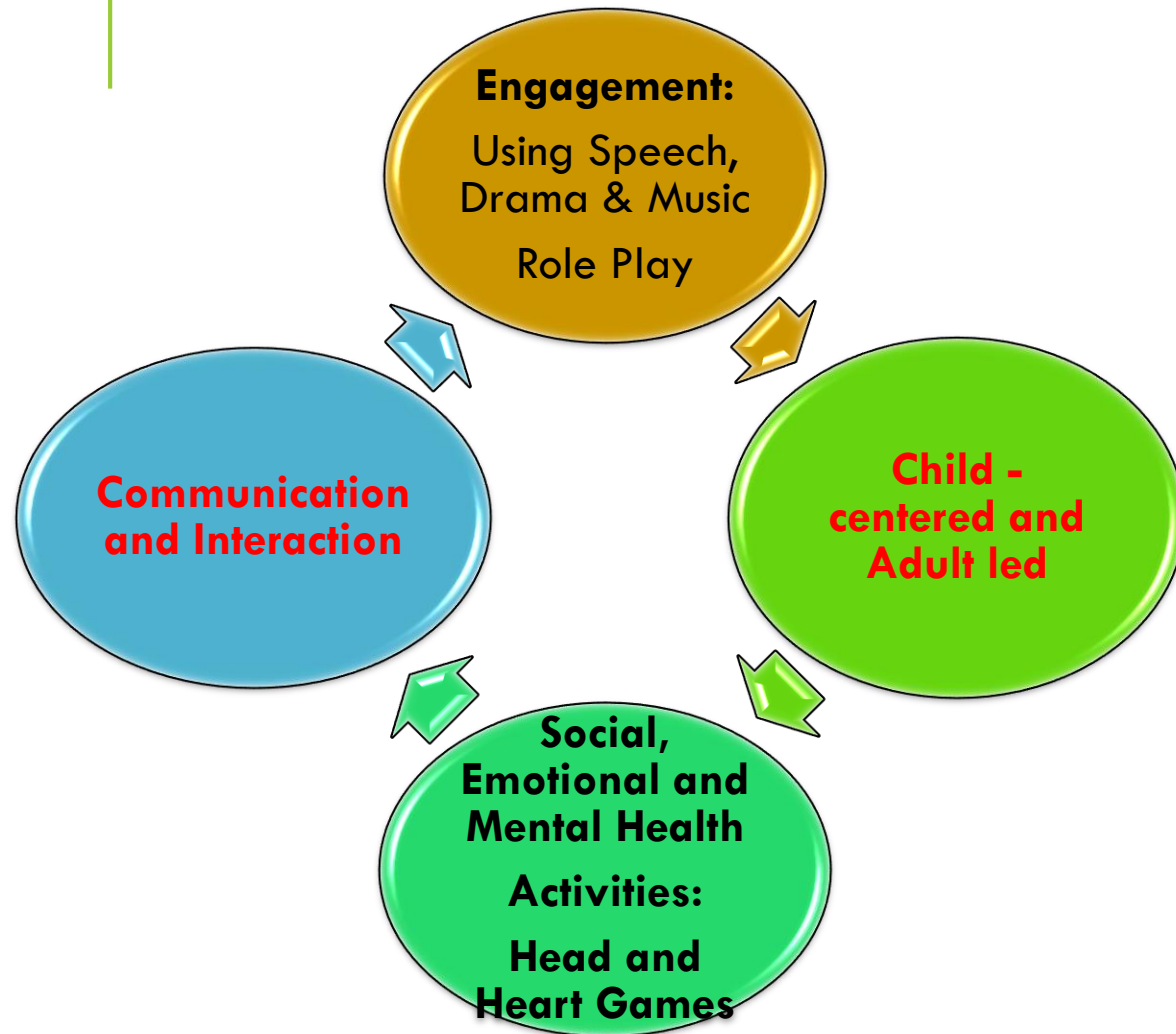
- to ensure that pupils and staff's wellbeing are priority we will institute the following practical steps:

1. **STAGGERED BREAK TIME** (Health & Safety & Safe Guarding) TO ALLOW FOR CLEANING (class time tables)
2. **EXTENDED LUNCH TIME TO ALLOW FOR CLEANING** (class time tables)
3. **10 - 15 MINUTES MORNING MEDITATION AND DISCUSSION (VIA TANNOY/ZOOM LED BY HT/DHT) – TO BOOST CONFIDENCE AND ENCOURAGE SPEAKING & LISTENING, REFLECTION, PARTICIPATION AND MOTIVATION – RESILIENCE**
4. **EXTRA READING SESSIONS** – CLASS NOVELS AND GUIDED READING SESSIONS (using **inspirational stories**)
5. FOR AUTUMN 1 – ALL DISCRETE HISTORY SESSIONS (ONE PER WEEK) WILL BE DEDICATED TO MENTAL AND EMOTIONAL WELLBEING ACTIVITIES : **see I AM OK Programme of Study distributed**
6. Use of topic related success criteria in Maths and English instead of daily success criteria - saves time and paper (**share model**)– to have ease of workload
7. Black History Month Programme of work will focus on: **HEALERS AND TEACHERS** – making links to COVID 19 HEROES (**Ms. Wiere- planned a detailed programme of work – to be shared-CPD**)
8. CLASS READING NOVELS FOR AUTUMN 1 WILL BE ABOUT INSPIRATONAL ETHNIC MINORITY CHARACTERS By MOSTLY BLACK AUTHORS – identity, pride, determination, self worth etc.



**We are ordinary
people doing
extraordinary
things**

ADJUSTING TIME TABLES TO DELIVER EFFECTIVELY:



EYFS – remains the same with use of recovery curriculum ideas on Twinkl and other shared websites

KS2- adjusted to show changes: staggered break, lunch and SMSC/Mental and Emotional Health and Well-being Activities

KS1 AHT/Phase Lead to adjust time table for Years 1 & 2 to show changes: staggered break, lunch and SMSC/Mental and Emotional Health and Well-being Activities

Resources: Ideas on Twinkl and other websites shared with staff

ST. ANTONY'S CATHOLIC PRIMARY MENTAL HEALTH AND WELL-BEING BOOK



I
AM
OK

ST. ANTONY'S CATHOLIC PRIMARY MENTAL HEALTH AND WELL-BEING BOOK



I AM OK



STAFF PERSONAL RECOVERY PLAN (COMPLETE YOUR OWN BLANK ONE)



PERSONAL WELL-BEING	EAT WELL – MAKING HEALTHY CHOICES – HEALTHY MIND & BODY	KEEPING FIT – HEALTHY BODY	RESTING – HAVING ENOUGH SLEEP WATER QUALITY TIME	BUILDING RESILIENCE AND STAMINA	BUILD BACK BETTER	BUILD SELF-ESTEEM SELF-IMAGE
MENTAL WELL-BEING	CONNECT WITH PEOPLE AROUND YOU – KEEPING IN TOUCH WITH FAMILY AND FRIENDS	LEARN A NEW SKILL: Swim, walk, ride, cycle, cook, bake gardening, dance	GIVE - VOLUNTEER	FACE PROBLEMS GET SUPPORT	SET GOALS ASPIRATIONS GROWTH MINDSET	AFFIRMATIONS ASSERT YOURSELF
EMOTIONAL WELL-BEING	MANAGING STRESS DEEP BREATHING	ENJOYING YOURSELF Fellowship	SELF ESTEEM – FEELING PROUD OF WHO YOU ARE	EXPRESS YOUR FEELINGS TALKING THERAPY	IMPROVE YOUR FAITH	Self -Care

ALL ACTIVITIES FOR I AM OK WILL BE DONE IN THEIR MENTAL HEALTH AND WELL BEING JOURNALS

ENTITLED: **I AM OK**

Must haves:

EVERY CLASS TO HAVE AN AFFIRMATION JAR LABELED: I AM POSITIVE, PROUD AND LIMITLESS

Songs: I've got joy down in my heart / I am a promise I AM A POSSIBILITY! / R.E.S.P.E.C.T. / I am special / I KNOW WHO I AM

Scripture Readings: Psalm 127:3 Behold, children are a gift of the Lord, The fruit of the womb is a reward.

Psalm 139 v 14: I praise you, for I am fearfully and wonderfully made. Wonderful are your works; my soul knows it very well.

1 John 4:16 NIV 16 And so we know and rely on the love God has for us. God is love. Whoever lives in love lives in God, and God in them.

Galatians 6:9 NIV Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up

Philippians 4:6 NIV Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God.

1 John 3:1 "How great is the love the Father has lavished on us, that we should be called children of God!"

Jeremiah 29:11-13 ¹¹For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future. ¹²Then you will call on me and come and pray to me, and I will listen to you. ¹³You will seek me and find me when you seek me with all your heart.

WORK FOR DISPLAY - EACH CLASS WILL BE ASKED TO PRESENT 2 pieces of PUPILS' BEST WORK FOR OUR HALL WELL-BEING DISPLAY. Affirmations, Photos, writing samples and Posters will be collected throughout the 6 week programme.

DAY 1 - THURSDAY SEPTEMBER 3, 2020 EYFS/KS1 & KS2		DAY 2 - THURSDAY SEPTEMBER 4, 2020 EYFS/KS1 & KS2	
MENTAL AND EMOTIONAL HEALTH AND WELL-BEING LESSONS ARE TAUGHT AFTER LUNCH ALLOWING TIME FOR QUALITY SPEAKING AND LISTENING AND WRITING RECEPTION & EYFS TO FOLLOW PSED ACTIVITIES WHILE MAKING APPROPRIATE LINKS TO THE MENTAL HEALTH AND WELLBEING PLAN OUTLINED: STORY TELLING WITH A MORAL- LINK WITH EMOTIONS AND FEELINGS CARRY OUT SIMILAR ACTIVITIES TO KS1 (ALONG WITH THOSE YOU HAVE)		MENTAL AND EMOTIONAL HEALTH AND WELL-BEING LESSONS ARE TAUGHT AFTER LUNCH ALLOWING TIME FOR QUALITY SPEAKING AND LISTENING AND WRITING	
KS 1: RESOURCES: BEGIN TO USE YOUR MENTAL HEALTH AND WELL BEING BOOKS – I AM OK, IWB, WB, WHOLE GROUP DISCUSSIONS 40 MINUTES – 1 HOUR INTRODUCE YOURSELF: NAME, WHAT DO YOU LIKE TO DO, WHAT ARE THE NAMES OF YOUR FAMILY MEMBERS, WHAT DO YOU LIKE TO DO TOGETHER, WHAT DID YOU MISS DOING AT SCHOOL, WHAT ARE YOU LOOKING FORWARD TO DO. 40 MINUTES MATHS – NUMBERS: NUMBER GAMES , RECOGNISING NUMBERS – READ AND WRITE NUMBERS, COMPARE NUMBERS =GREATER THAN & LESS THAN 40 MINUTES – READING: STORY TELLING : FABLES, BIBLE STORY(LISTENING TO THE TEACHER READ – CT & STAFF TO ASK QUESTIONS ABOUT THE STORY : SPEAKING & LISTENING ACTIVITES 30 MINUTES – GAMES – FOLLOWING INSTRUCTIONS & HAVING FUN 45 MINUTES – use MENTAL AND EMOTIONAL HEALTH BOOK TO WRITE – FEELING AND EMOTIONS ACTIVITIES HOW DID YOU FEEL COMING BACK TO SCHOOL? HOW DO YOU FEEL BEING IN SCHOOL – WHAT/ WHO DID YOU MISS MOST? HOMEWORK – TO DISCUSS WHAT I DID IN SCHOOL TODAY WITH MY PARENTS		KS 1: RESOURCES: BEGIN TO USE YOUR MENTAL HEALTH AND WELL BEING BOOKS – I AM OK, IWB, WB, WHOLE GROUP DISCUSSIONS 40 MINUTES: DISCUSS HOMEWORK GIVEN – HOW DID YOUR PARENTS REACT, WHAT DID THEY THINK ABOUT YOUR WORK IN SCHOOL. WHAT ARE YOU LOOKING FORWARD TO MOST. WHAT DID YOU MISS MOST 40 MINUTES – MATHS – FOLLOW UP FROM THE DAY BEFORE: ORDER NUMBER, COMPARE NUMBERS, READ AND WRITE NUMBERS, ONE BIGGER THAN , ONE SMALLER THAN (E.G. WHAT IS 1 BIGGER THAN 10, 1 BIGGER THAN 19 ETC) 40 MINUTES – READING: STORY TELLING : STORY SEQUENCING – WHT HAPPENS FIRST, NEXT, AFTER.... SPEAKING AND LISTENING – REASONING AND DISCUSSING 40 MINUTES – GAMES - KEEPING FIT – EATING RIGHT – CHOOSING THE RIGHT FOODS FOR YOUR BODY (LINK TO SCIENCE & P.E.) 40 MINUTES – FEELINGS AND EMOTIONS ACTIVITIES – BEST THING ABOUT TODAY. WHAT I WILL DO ON THE WEEKEND.: HELPING SOMEONE, MAKING THE BEST CHOICES, GOING FOR A WALK, DOING SOMETHING SPECIAL FOR SOMEONE, ATTENDING CHURCH	
KS 2: RESOURCES: BEGIN TO USE YOUR MENTAL HEALTH AND WELL BEING BOOKS – I AM OK, IWB, WB, WHOLE GROUP DISCUSSIONS 1 HOUR INTRODUCE YOURSELF: NAME, WHAT DO YOU LIKE TO DO, WHAT ARE THE NAMES OF YOUR FAMILY MEMBERS, WHAT DO YOU LIKE TO DO TOGETHER, WHAT DID YOU MISS DOING AT SCHOOL, WHAT ARE YOU LOOKING FORWARD TO DO, 45 – 1 HOUR MINUTES MATHS – NUMBERS: NUMBER GAMES , RECOGNISING NUMBERS – READ AND WRITE NUMBERS, GREATER THAN & LESS THAN (WITHOUT USING THE SIGNS) 45 MINUTES – 1 HOUR – READING (LISTENING TO THE TEACHER READ – CT & STAFF TO ASK QUESTIONS ABOUT THE STORY : SPEAKING & LISTENING ACTIVITIES 45 - 60 MINUTES – GAMES – FOLLOWING INSTRUCTIONS & HAVING FUN 45 MINUTES – FEELING AND EMOTIONS ACTIVITIES – WHAT DID YOU MISS MOST ABOUT SCHOOL? WHAT ARE YOU LOOKING FORWARD TO? WHAT ARE YOUR EXPECTATIONS FOR THE YEAR? HOMEWORK DISCUSS WHAT YOUR BEST & WORST TIME AT HOME DURING COVID 19		KS 2 - RESOURCES: LOOSE LEAVES, IWB, WB, 45 – 60 MINUTES: DISCUSS HOMEWORK GIVEN – HOW DID YOUR PARENTS REACT, WHAT DID THEY THINK ABOUT YOUR WORK IN SCHOOL. WHAT ARE YOU LOOKING FORWARD TO MOST. WHAT DID YOU MISS MOST 60 MINUTES – MATHS – FOLLOW UP FROM THE DAY BEFORE: NUMBER BONDS, NUMBER SEQUENCING, GREATER THAN AND LESS THAN GAMES (20 GREATER THAN 47, 50 LESS THAN 62 ETC.) MATHS BINGO GAME ETC. 60 MINUTES – READING: STORY TELLING : STORY SEQUENCING – WHT HAPPENS FIRST, NEXT, AFTER.... SPEAKING AND LISTENING – REASONING AND DISCUSSING E.G.: THE PRODIGAL SON WANTED TO BE AT PEACE WITH HIMSELF AND HIS FAMILY THEREFORE HE WENT BACK HOME 60 MINUTES – GAMES - KEEPING FIT – EATING RIGHT – CHOOSING THE RIGHT FOODS FOR YOUR BODY (LINK TO SCIENCE & P.E.)	

First Activity Of Each Day – no more than 10-15 minutes as soon as pupils arrive each morning:

CLASS POSITIVITY JAR - ACTIVITY WILL BE DONE WEEKLY – Pupils to use strips of loose leaves and write a positive word or statement about themselves, a wish/desire, a promise or a word of praise. E.g.: I praise God for the Sunshine. I promise to have a positive attitude, I will practise being kinder to everyone, I will appreciate my teachers more and show them gratitude etc.

WEEK 1 : ‘Build Back Better’ AFFIRMING SELF:

THEME: I LOVE BEING ME I am an amazing person I can statements of affirmations (SEE WORKSHEET) E.G.: I can draw very well. I can look after my pet. I can get myself ready for school

DESIGN A ‘I LOVE ME’ POSTER include a scripture reading about being wonderfully made, creatively write your affirmations/statements CLASS TEACHER TO MODEL

WEEK 2 : SELF CARE AND SELF AWARE

THEME : LEARNING ABOUT MYSELF AND TAKING CARE OF ME Lockdown - Good things which I have experienced Skills which I have learnt/ Talents I have discovered/ Special qualities that I feel good about since the lock down

IDENTIFY / LIST THE THINGS THEY KNEW THEY COULD DO. THEN ADD THE SKILLS THEY HAVE LEARNT OR ARE STILL DEVELOPING

MAKE A DELICIOUS SMOOTHIE / DESIGN A CUPCAKE / MAKE A FRUIT SALAD

CLASS TEACHER TO LEAD DISCUSSION AND MODELLING

e.g. I couldn’t bake before but now I can bake a cupcakes and decorate them. I enjoy reading with my family. I get to play more with my family. I have learnt that my mother/father/sister/ brother/ cousin is very good at dancing/ singing/ playing football

We love to go for walks. I can ride a bike on my own etc.

WEEK 3 Session 3: **SOMETIMES I AM NOT OK** What I was most worried about (during Covid – 19 lockdown and coming back to school) - managing stress, loss, anxieties and disappointments USE APPROPRIATE FACES



to discuss how they felt and why - were you happy during the lockdown? What did you do? Were you angry? Annoyed? Nervous? CT to share their feelings and emotions too. This will help pupils realise that they are not the only ones with these emotions and it is ok not to be ok. What did you do to overcome/manage your feeling? You could make links to familiar Bible stories e.g. When Mary was visited by the Angel/ When the Prodigal Son decided to go back home / When Daniel was in the Lions' Den / When the disciples were in the storm/ When Jesus was in the desert / When Jonah was in the belly of the whale / When David stood face to face with Goliath.

CHOOSE FACES WHICH WERE LINKED TO HOW YOU FELT AT THE TIME. EXPLAIN YOUR FEELING(S) AND STATE HOW YOU OVERCAME OR MANAGED IT/THEM

DESIGN AN ADVERTISEMENT ENCOURAGING PEOPLE TO EXPRESS THEIR FEELINGS AND ACCEPT THAT IT IS OK NOT TO BE OK. E.g.: It is okay to feel angry – it is ok to say what makes you angry. Identify then deal with it

Sometimes I am confused because I am unsure what to do. But I ask questions to help me become confident.

WEEK 4 Session 4: **I LOVE MY FRIENDS AND FAMILY AND THOSE WHO HELP ME** My friends and family mean a lot to me and I mean a lot to them ACTIVITIES: Write a list of things that you are grateful for: e.g. My parents protect me from harm / My parents teach me how to be respectful / My parents provide for my needs / My friends help me when I am sad/ My friends share their time and toys with me/ My community helps me develop my faith / My community ensure that I am healthy (garbage collectors, street cleaners, police officers, etc)

WRITE A LETTER/NOTE THANKING SOMEONE FOR LOVING/ LOOKING AFTER YOU ESPECIALLY THROUGHOUT THE CHALLNGING LOCKDOWN. Dearest Mum, I was truly happy that we were able to be together and have fun even though being indoors was not always easy. We played several board games and laughed together. We watched television until it was very late and I got to play video games. You kept me safe and helped me to be happy even though some people were very ill and many were losing their lives because of the awful virus

WEEK 5 Session 5: **MAKE A PLEDGE TO CONTINUE TO MY HOME, SCHOOL, COMMUNITY AND CHURCH: - THINK OF SYMBOLS YOU WHICH TO USE :**



EXERCISE, WATERING THE PLANTS,
WASHING DISHES, PLAYING WITH
MY SIBLINGS, CLEANING MY ROOM,
EATING MORE FRUIT AND
VEGETABLES.

I am the change I want to see in the world - Write pledges that you intend to follow which will show the contributions you are going to make at home/school/in your community/ at church to make the world a better place. Eg.: I pledge to listen more attentively in class – this helps me to improve my work/achieve my goals. I pledge to tell an adult when I am angry or upset so that I can manage my emotions properly. I pledge to share with others to show that I am willing to work together. I pledge to participate in church so that I can show my love for God and the community. **BE YOUR BEST – GIVE YOUR BEST. BELIEVE, YOU CAN AND YOU WILL. NEVER GIVE UP ON YOUR DREAMS.**

WEEK 6 Session 6: **I WANT TO BE THE BEST ME EVER!** – things I can do/ things I like to do/ things I want to learn / I can do everything I need to be the best me

Taking care of my social and physical health: Exercise & Play ENJOYING MYSELF

Showing respect and taking care of my friends, teachers, family and neighbours

Taking care of my body: Eating right making healthy choices & getting enough sleep

Developing my faith and Giving to others -

Learning new skills and Developing my talents and Assert myself - DEVELOPING SELF ESTEEM AND SELF WORTH

Admit that I am wrong, express my feelings, listen to helpful advice and learn from my mistakes – TALK ABOUT THE THINGS THAT AFFECTS ME

Set goals for the future and remain focused on being the best me, ever – PLAN AND PREPARE FOR MY FUTURE “ I can do all things through Christ who strengthens me.”” “I will never leave you nor forsake you”

I will eat healthier meals. My meals will have..., ... and fruit and vegetables! I will drink more water

I will go to bed early so that I can have plenty of sleep to keep me strong throughout the day- I won't get tired.

I am determined to raise my levels so I will work hard and spend quality time to practise.

I will play with my friends and take turns to lead. I will show respect by listening to adults as well as my friends.

BLACK HISTORY MONTH PROGRAMME OF WORK 2020-21

THEME:

HEALERS AND TEACHERS

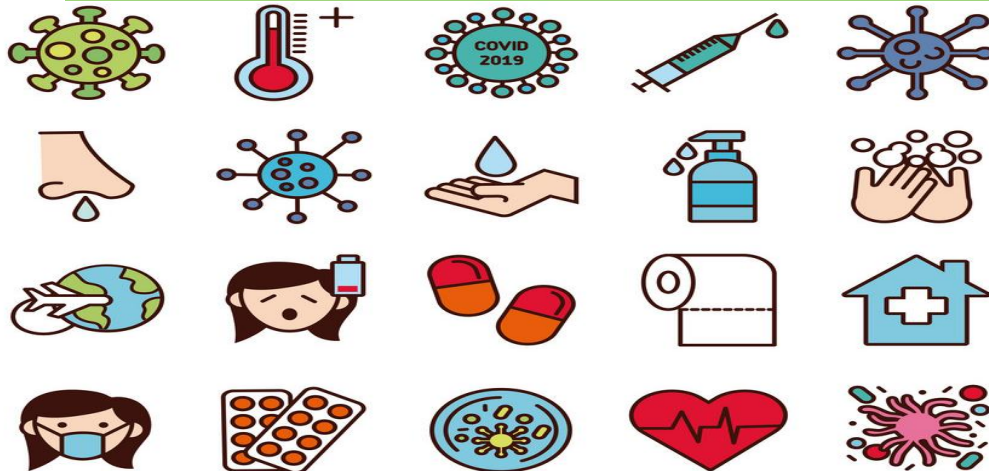
History through English

Visionary: Jay Wiere-Huanities Lead

Starting:

Week beginning 7th September 2020

- Performances via Zoom
- Livestream for parents
- Assemblies via Zoom
- Tik - Tok performances by staff and children
- Fashion show, poetry, drama, dance, Art & DT, Cookery and Baking



Covid -19 Icons



A stylized illustration of a hand holding a large yellow pencil. The hand is rendered in a simple, cartoonish style with orange skin and green sleeves. The pencil is yellow with a red eraser and a sharpened lead tip. The background consists of a blue field with radiating lines, creating a sunburst effect. The text is overlaid on this background in a light green, bold, sans-serif font with a dark green outline.

**Determined, Limitless
and
Resilient:
Learn... Grow... Glow!**